

**LINCOLN UNIFIED SCHOOL DISTRICT**

**CURRICULUM GUIDE GRADE 10**

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| ALL TIME FRAMES ARE APPROXIMATE | UNIT ONE (2 WEEKS)  FOUNDATIONAL LITERACY SKILLS  WITH NARRATIVE WRITING | UNIT TWO (6-7 WEEKS)  KEY IDEAS AND DETAILS IN INFORMATIONAL TEXT  WITH ARGUMENT WRITING | UNIT THREE (6-7 WEEKS)  CRAFT AND STRUCTURE IN LITERARY TEXT  WITH EXPOSITORY WRITING | UNIT FOUR (6-7 WEEKS)  ANALYSIS OF MULTI-GENRE TEXTS  WITH EXPOSITORY WRITING | | UNIT FIVE (6-7 WEEKS)  INTEGRATION OF KNOWLEDGE AND IDEAS IN TEXT WITH ARGUMENT WRITING |
| FOCUS STANDARDS | RL. 1, 10  RI. 1, 10  W. 3, 4, 5, 10  SL. 1, 2 | RI.  2, 3  W. 1, 6  SL. 6 | RL. 4, 5, 6  W. 2, 9  SL. 4, 5 (multi-media presentation optional)  L. 3, 5 | RI. 4, 5, 6  (revisit RL standards from Unit 3 as desired)  W. 2, (8), 9  L. 3, 5 | | RL. 7, 9  RI. 7, 8, 9  W. 1, 7, 8, 9  SL. 4, 5 |
| \* grammar and conventions of standard English and academic vocabulary will be taught as appropriate in each unit  L. 1, 2, 3, 4 | | | | | |
| EMBEDDED STANDARDS | None for this unit | RL. 1, RI. 1, RL. 10, RI. 10 W.4, W. 5, W. 6, W. 9, W. 10 SL. 1, SL. 2 L. 1, L. 2, L. 4, L. 6  *(TO BE INCLUDED IN EVERY UNIT AS APPROPRIATE) (RL. 7, 9 RI. 7, 8, 9)* | | | | |
| SKILLS AND CONCEPTS | * Meta-cognition * Close Reading and Annotation * Productive Collaboration * Socratic Seminar * Discourse Strategies * Proofreading Symbols * MLA Format * Elements of Narrative Wrting * The Writing Process | * Understand the structures specific to informational text * Track the development of central ideas * Understand the author’s purpose and rhetorical strategies, including how points are introduced, supported, and connected * Work progressively toward mastery of conventions of standard English * Create objective summary free of personal bias * Integrate multiple sources to draw conclusions * Making appropriate vocabulary choices for formal or informal discussion * Write argument that meets the criteria set forth for grade 10, including counterargument. * Strategically employ technology to produce and publish writing | * Understand the structures specific to literary text including drama and poetry * Trace the development of theme * Identify and analyze author’s use of figurative and connotative language and its contribution to tone and mood * Identify and analyze how authors manipulate pacing, structure, and time to create suspense, mystery, or surprise * Analyze author’s POV and cultural viewpoints and historical context of literature * Understand the author’s purpose and literary devices * Provide literary criticism of subject texts * Elements of expository writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader * Work progressively toward mastery of conventions of standard English | | * Diction analysis - technical, figurative, and connotative meaning * Analyze cumulative impact of word choice on tone and mood * Author bias * Analyze how syntax supports and develops claims * Analyze single documents and synthesize multiple documents on a topic or within a context * Conduct short academic research inquiries source vetting, quotation, and citation practice * Work progressively toward mastery of conventions of standard English * Elements of expository writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader * Supplement text evidence with research, using advanced search engines (such as EBSCO host instead of Google) | * Continue exploration of author’s bias, context and POV especially with seminal US documents * Understand and practice various critical lenses (structuralist, gender-centric, racial, post-modern) * Evaluate texts in various media formats, analyzing treatments of classic texts * Analyze the use of source material In literary texts (allusions) * Compare similar themes in a variety of literature including visual art, poetry, drama, etc. * Analyze arguments in a text, including validity of evidence * Understand the concept of logical fallacy/fallacious reasoning * Supplement text evidence with research, using advanced search engines (such as EBSCO host instead of Google) * Elements of argument writing appropriate to grade 10, using text evidence to support analysis and using diction to create specific impacts on the reader * Strategically use technology to produce and present findings |
| LUSD UNIT | **LUSD UNIT 1** | **LUSD UNIT 2** | **LUSD UNIT 3** | | **LUSD UNIT 4** | **LUSD UNIT 5** |
| PRIMARY TEXT:  For each unit, select from the list or choose an appropriately comparable selection. Consider genres of texts. | Various short stories or poems to teach concepts - teacher choice (Fitzgerald, Welty)  Reading for Understanding  Readwritethink--Mathew Brown  Jane Shaeffer Style  Talent is Overrated  Malcolm X, “Learning to Read”  Paterson Public Library, Does the Internet Make You Dumber | **Night**  Speeches: Hitler to German Parliament 1939  Churchill 6/4/40  Propaganda Posters  U.S. Holocaust Museum  Eli Wiesel Nobel Prize Acceptance Speech  Schindler’s List  Debate topics:  Technology  Should Auschwitz have been bombed?  **I Know Why the Caged Bird Sings**  Memoirs of the period(s)  Historical Context: Jim Crow  Civil Rights  Fahrenheit 451 | **Julius Caesar, or Midsummer Night’s Dream, Merchant of Venice**  Historical context and primary source documents  Shakespearean Language and PBS resources for decoding Shakespeare  Great Gatsby  Lord of the Flies  Animal Farm  Fahrenheit 451  A Raisin in the Sun | | **If using a literary choice for your primary text, provide a commensurate amount of contextual informational text for genre balance**  **Fahrenheit 451**  Banned books and censorship  Informational text sets for Fahrenheit:  [**https://newsela.com/text-sets/7676/books--fahrenheit-451**](https://newsela.com/text-sets/7676/books--fahrenheit-451)  Lod of the Flies  Animal Farm  To teach syntax in supporting a claim:  “Really?” Seinfeld Op Ed | **If using a literary choice for your primary text, provide a commensurate amount of contextual informational text for genre balance**  **The Great Gatsby**  PBS: The Great Depression  Library of Congress Great Depression  <http://www.loc.gov/teachers/>  classroommaterials/themes/great-depression/students.html  A Raisin in the Sun  Lord of the Flies  Animal Farm |
| RUBRIC | **LUSD RUBRICS** | **LUSD RUBRICS** | **LUSD RUBRICS** | | **LUSD RUBRICS** | **LUSD RUBRICS** |
| COMMON FORMATIVE ASSESSMENT | **CFA** | **CFA** | **CFA** | | **CFA** | **CFA** |